

Stout / ALUMNUS

UNIVERSITY OF WISCONSIN - STOUT - MENOMONIE, WISCONSIN 54751

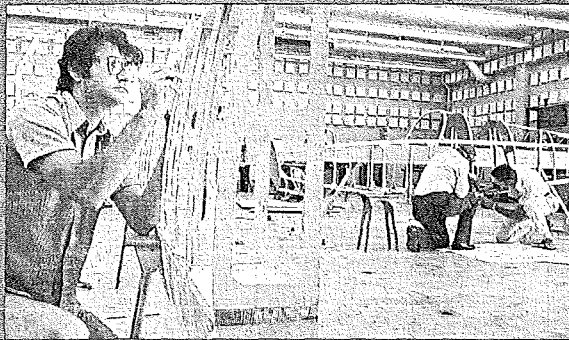
FALL

1975

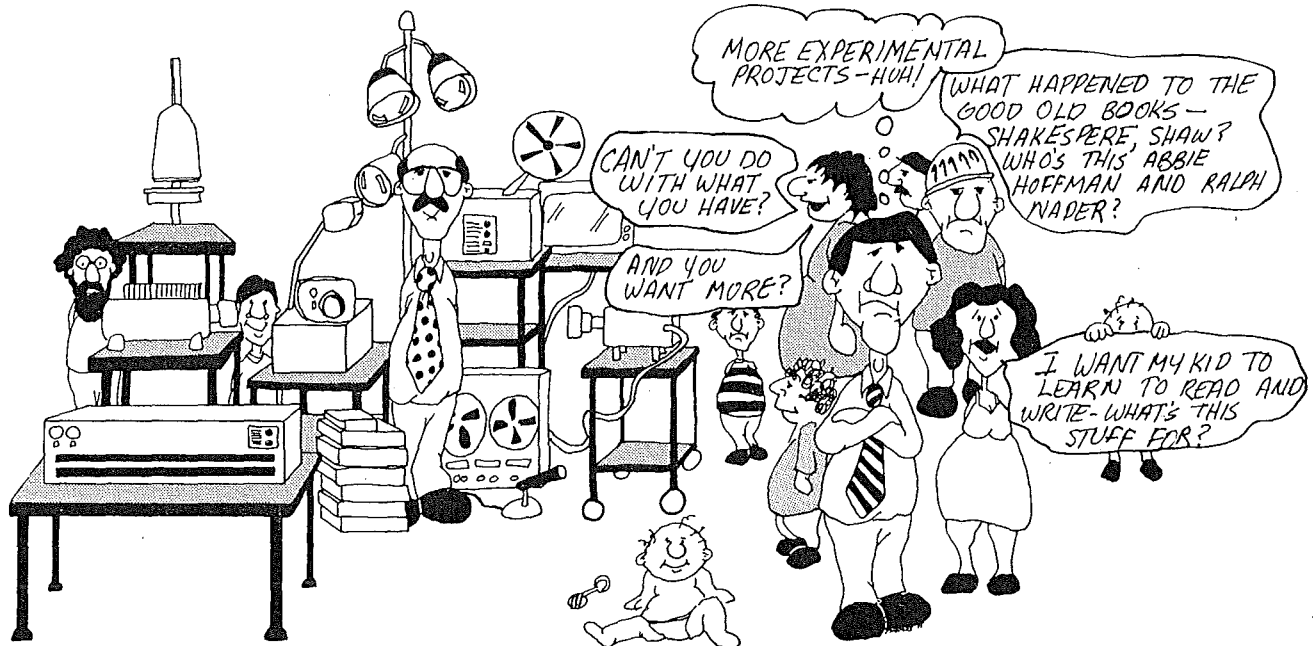


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New Thoughts for Education



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Building Dulcimers: Ancient Arts Revived

Two ancient arts have been revived for a special two-credit course at Stout. Students enrolled in the course learn how to build and play a dulcimer, an early musical instrument that dates back to Biblical times. Playing the dulcimer was also a favorite pastime of Early American settlers.

In the course, unofficially listed as "Makin and Pickin Dulcimers," students first study the history and design of the instrument, then they

Bjornerud emphasized that the course is "more than just a shop class," but rather an attempt to "humanize technology."

"There's a lot of technology in terms of shaping materials, designing jugs and fixtures and learning about wood," he said, adding, "But we're not just focusing on technology only; we're bringing people together with materials, history and tradition."

The pair explained that the dulcimer, a flat string instrument, dates back several thousand years, but it has strong traditions in American history. "It is a truly American instrument," said Thomas.

The instruments studied in the course were originally designed by early Appalachian Mountain settlers of English and Scottish descent. Thomas describes the sound of the instrument as "haunting and vaguely resembling tones of bagpipes." The dulcimer is strummed with a quill or pick.

Once students complete construction of their instruments they learn to play them. "It's a tremendous instrument for the beginner," said Bjornerud. "It's easy to play, but it can be intricate as well. Most of these students aren't sophisticated musicians, so they may get a lot out of being able to play an instrument."

Students pay a lab fee of \$15 to cover the cost of materials. Dulcimers can be bought commercially for \$100 and up, although all are handmade.

Bjornerud points out that the course is not a rebellion against modern technology. "We aren't saying let's go back to doing everything by hand, but let's experience this," he said. "When you use your hands to work with a natural material like wood, you get back to nature yourself; working with simple tools is the beauty of it."



design their own personal models, construct them using simple tools, and learn to play them.

According to James Bjornerud and Henry Thomas, instructors for the course, all parts of the instrument are handmade originals. "The students actually design their own individual instruments," said Bjornerud. "Then we start from raw material; nothing is precut or in kit form."

Students may choose walnut, cherry wood or maple to construct their instruments. Thomas said the course is designed to teach students a variety of subjects such as working with materials, the theory of sound, practical application to mathematics and working with others in a group. "They also have the satisfaction of taking something from scratch and making it into a useful product," he said.



Making Airplanes: It Turns Kids On

A group of high school teachers here during the summer discovered a new way to motivate their students: Teach them how to build airplanes.

According to Charles Thomas, a professor in Stout's School of Industry and Technology, more than 125 high schools around the country are now offering studies in small aircraft construction. Thomas coordinated a series of comprehensive courses at Stout, designed to assist industrial arts teachers in setting up aircraft construction programs in their own schools.

Thomas said aircraft construction is growing in popularity because "the instructors have found it really turns kids on."

"I guess it's just man's curiosity and his desire to fly," Thomas said. "We all feel the thrill, the inspiration and the achievement that comes with constructing something that can actually take off from the ground."

Thomas said through aircraft construction students learn to work with wood, metals, fiberglass, electronics and engines. The students also learn responsibility. "Everything has to be done to standard," Thomas said. "There's no room for slipshod, half-correct construction. When you're on the ground with four wheels you can afford to make some mistakes; but when you're in the air, it's four or five thousand feet up and if you've made a mistake, the consequences are severe."

Aircraft construction programs are run and financed in various ways, according to Thomas. Generally, students work in a group and the product they produce is sold to cover the cost of materials, which can be several thousand dollars.

Through the series of courses at Stout, industrial arts teachers study aircraft design fundamentals, learning how to work with various plans and blueprints. A course in aircraft materials and components shows the teachers how to produce aircraft sections which meet federal aviation standards.

Most interesting of the series is an aircraft construction workshop in which the teachers actually make a two passenger amphibious aircraft. With a wing span of 28 feet, the 900 pound aircraft is the first to be built from a design by Michel L'Esperance, a Canadian engineer. Much of the aircraft is built from raw materials, under the supervision of Federal Aviation Agency (FAA) inspectors. The aircraft is powered by a 150 horsepower stock aircraft engine.

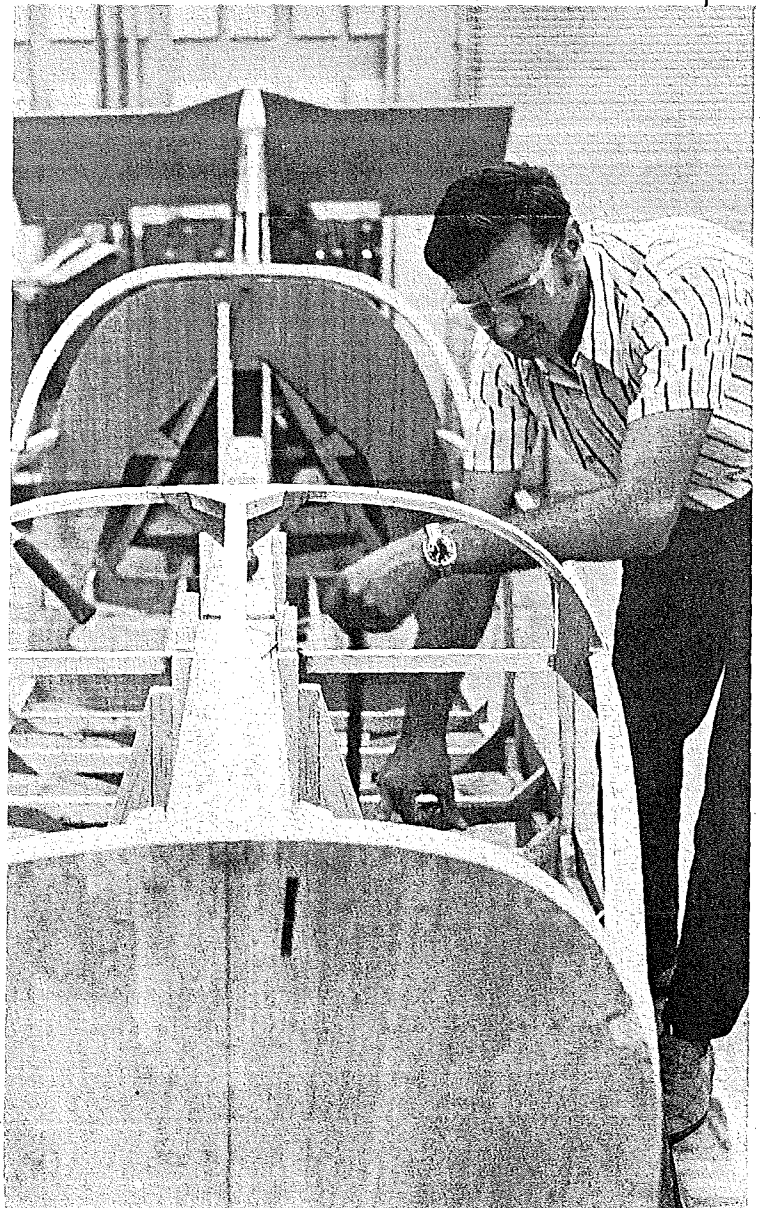
He said that teachers are told that in aircraft construction nothing should be left to chance. "If you're going to do this as a teacher, it shouldn't be done in a slipshod fashion," Thomas said.

He said the Experimental Aircraft Association, which is encouraging aircraft construction

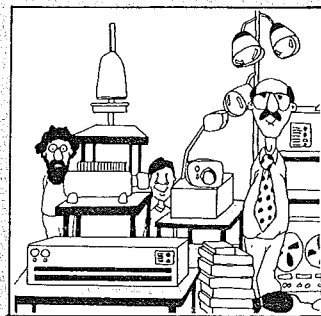
programs, is working with the FAA to communicate standards for all teachers involved in such projects. In the aircraft construction workshop at Stout, everything is done under the watchful eyes of FAA inspectors. "We have an FAA inspector who comes on two occasions during construction to do destruct tests," Thomas said, explaining that the inspector actually breaks glue joints to see that they do not part along the glue line.

The finished product, which is 21 feet long and seven feet high, can fly at about 140 miles an hour.

Thomas said he sees a great future for aircraft construction as an instructional method. "Wherever the program has been conducted, it has been successful enough to demand another go-around," Thomas said.



The Public Schools Doing More With What We Have



As the public purse strings tighten, there is a growing concern among educators in the nation's public schools over continuously increasing costs. One possible solution to the dilemma was proposed at Stout recently at the University's 10th annual Educational Media and Technology Conference. The speaker was Almon Hoyer, planning principal at Anvatin Learning Center, Minneapolis. Hoyer feels that while new educational programs are desirable, efforts should be made to do them without asking for additional dollars. The following is a summary of his talk, entitled "Let's Do More With What We Have."

Let us do more with what we have. Why? Because the public is demanding it.

We must face facts. The American public is becoming disillusioned with our performance. Parents feel that we have tinkered our educational system into mediocrity, and they are giving us a resounding vote of no confidence.

As proof of this, in the school year 1962-63, 72.4 per cent of the bond elections nationally were approved by the voters. In the 1972-73 school year, only 40 per cent of the bond issues were approved. Talk to any group of superintendents today and they will dourly tell you that the percentage of approval has fallen well below 40 per cent during the past two years.

How can we stem the tide of disillusionment the public is feeling toward the schools and toward our profession? How can we reach that high point in public trust and support which we had in the early sixties after Sputnik had jolted us in 1957? My answer is by doing more with the resources we already have available: by resisting the temptation to continually go back to the same troughs asking for more and more dollars.

It seems to me that we might solve this weighty problem by concentrating on issues which many of us have forgotten along the way: (1) What is the mission of the public schools? (2) Who really supports our schools? (3) Whom do the schools serve? (4) Who must carry out the mission of the schools? (5) What essentials are needed to carry out the job? (6) Where have we wasted our dollars?

In discussing the mission of our schools, let us first lay aside all new words, acronyms, and name changes which have been the code language and rhetoric of our sputtering educa-

tional revolution. We will refer to resource persons as teachers, learning groups as classes, and learning centers as schools. We will not even consider such terms as open, continuous progress, contemporary or traditional classrooms because either the experts cannot agree on definitions for each, or they become disagreeable in their insistence that all definitions but their own are incorrect. Most probably the source of most of our troubles concerning the mission of education is the notion that the formal modes of learning should be as unstructured, as natural, and as informal as modern life.

Surely man learns more things of life by living than anywhere else; but indeed the formal training and nurturing of man's mind must be different from life outside of school. It is in school that he learns to displace the accidents of life with cultivation and order. It is in the school that he learns to disperse the vacant and terrifying powers in the universe with order and reason.

Perhaps parents are telling us something. Perhaps parents are disenchanted with trendy education and want their children to partake in the cultivation and order of our cultural heritage. Perhaps parents feel that it is as important for their children to be able to read, to spell, to write, and to do mathematics problems as it is for them to be able to discuss a recent political event. Perhaps parents feel that it is as important for their children to understand and appreciate the writings of Shakespeare, Keats, Dostoyevsky and Shaw as it is for them to have absorbed the latest pronouncements of Abbie Hoffman, Tom Hayden and Ralph Nader.

It is the discerning parent and citizen about whom we should be most concerned. They are the ones we must count on to support our schools, to pay the taxes, and to vote in cooperative and intelligent school board members. But beware of becoming a captive of small dissident local groups who claim to represent great hordes of people and yet can muster only a few supporters out to their meetings. These people get their power through threatening phone calls and letters to queasy board members and shaky superintendents. Too often they are only out to waste school money on pet projects which are unnecessary to a good school program. Always remember that the only group truly representative of the voting public is the school board. Board members are charged with trying to do

more with what they have in terms of resources. They cannot delegate their power to pressure groups. If you and your administrators will try to help board members succeed in their appointed task through your making reasonable requests, and communicating with them concerning the whys and hows of your requests you will help build a pathway of trust between the schools, the board and the community.

How might students and teachers be brought into this process of doing more with what we

"...too many school systems have become mediocre and wasteful..."

already have? A sample of students interviewed in a Louis Harris poll of several years ago showed little interest in administrative structure, curriculum and methodology. Almost universally their interest centered on the teacher and his style. The good teacher "... has a sense of humor ... listens and understands ... doesn't go by the book ... encourages discussion and participation ... treats us like grownups ... gives us responsibility ... always listens and is free and open with us ... is interested in us." In contrast, the bad teacher is described as "... no sense of humor ... doesn't listen to us ... lectures too much, goes by the book ... thinks she knows it all ... too strict, cold and impersonal ... doesn't let students express opinions." Students define a good teacher in terms of teaching style, and good teaching is virtually synonymous with a good education for most young people today. Incidentally, expensive, electronic gimmicks overwhelmingly were rejected by the students polled.

Invariably, students get back to describing successful learning experiences in terms of relationships with good teachers. They want relationships which are open, honest, interesting and exciting.

The good teacher somehow reminds me of the impressionable young moth in Thurber's fable of *THE MOTH AND THE STAR* who had set his heart on a certain star. His parents had warned him that stars aren't things to fool around with. "Lamps are the things to hang around," they said. He was warned that nobody ever got ahead hanging around stars. But the young moth continued to hanker after that star and every evening he would set out for it, and every morning he would return home never quite having attained his goal. He kept doing this until he was quite old. In fact, he never did reach that star.

In the meantime, his parents and brothers and sisters had all been burnt to death when they were quite young.

Within the limits of our educational mission by our local boards of education and state and federal agencies, we must seek the answers to this problem. To do more with what we already have available we must also look for help to our

students, their parents, and our teachers. Finally, we must look within ourselves for the ultimate solution; for to manage our present resources more wisely than before takes discipline and willpower.

Yet what are the sources of waste in our educational complex which we must eliminate in order to do more with what we already have available? Let us start with Ralph Tyler's esoteric list published a few months ago and directed only to educators. He states, "Within the school, there are ... wastes that have a serious impact on our effort to achieve universal education. Resources are not allocated in proportion to the need for them; most schools fail to use peer-group teaching and cross-age instruction; most teachers do not examine systematically the provision of essential conditions for learning for those pupils who are having difficulty; and practicable procedures have not been widely utilized to provide appropriate individualization of instruction."

In addition to Dr. Tyler's items, I would add the following to the list: (1) the tremen-

"...we must look to ourselves for the ultimate solution..."

dous overload of administration gained through this decade of experimentation which invariably stifles system-wide communication and adds untold dimensions of red tape to the decision-making process; (2) our penchant for purchasing unnecessary hardware, gadgets and devices which are quickly discarded and remain for years unused in school storage rooms; (3) the early discarding of textual materials which do not change rapidly, i.e., anthologies, language texts, mathematics texts; (4) poor maintenance of buildings, furniture and equipment; (5) vandalism by students; (6) not sharing materials, techniques, and discoveries with others so that we continually reinvent the curriculum wheel; (7) wasting time and energy in the continual ad hoc battle of meetings with small dissident, nonrepresentative community groups; (8) continually adding new programs, new resource helpers and observers, and new aides until teachers and principals become confused in their mission or lost in the confusion of too many adults in a building reporting to too many supervisors and serving too few students.

This list of wastes is not complete, but it contains those mentioned most by educators and the public I meet in my travels. Perhaps it will be difficult for you here today to live within the meager means of the new budgets which surely are being prepared for you. Perhaps you will experience pain as you try to do more with the resources you already have available. The easily attainable is not always the best solution. The ready-made answer often begs the question: It is up to you and me to face the reality of the real world.

Stout's Vocational Development Center

Getting People Into the Work Force

Hundreds of handicapped people are being channeled into the work force, thanks to a special center being operated here. Through job placement training, counseling and testing at Stout's Vocational Development Center, persons with a variety of physical, mental and emotional problems are finding meaningful jobs and becoming valuable employees.

The Center is operated in conjunction with the University's vocational rehabilitation program. It provides direct client service, while functioning as a training facility for students who will go on to provide these services to other clients and develop similar programs throughout the United States. "Staff members function as both practitioners serving clients and teachers instructing students," said John Wesolek, Center director.

Wesolek said the Center serves clients in several ways. Persons having difficulty finding and keeping jobs are put through a series of tests in simulated work situations. More than 300 of these "work samples" are available at the Center, covering most occupational categories. Examples include tests where clients function as soil testers, supermarket checkers, bookkeepers, auto body repairmen, librarians and surveyors.

"This tells us three things," said Wesolek. "It tells us what the individual can do right now in these different job areas; it tells us how he relates to work in general; and it tells us about the client's potential for learning in these different areas."

Once the testing is completed, a vocational plan is prepared to put the individual on the way to employment.

In addition to work evaluation, clients at the Center are also given "job placement training," which teaches them personal management skills, such as how to set up an apartment, handle a checkbook, plan meals and other necessary skills for independent living. "We teach them skills in how to find a job and how to keep a job," said Wesolek. "It is common for most people and, in particular, rehabilitated persons to lose jobs because of a lack of personal skills or an inability to get along with others, rather than because of a lack of job skills."

Wesolek said persons receiving this kind of training are placed in a simulated apartment facility at the Center where they are taught to manage their own lives. Local employers cooperate in conducting simulated job interviews at their places of business.

Housed in a 50,000 square foot converted department store, the Center now serves some 700 persons a year, with a staff of a dozen professionals and about 100 students. The Center is open to anyone of employment age, although most clients come from



the Center's main entrance

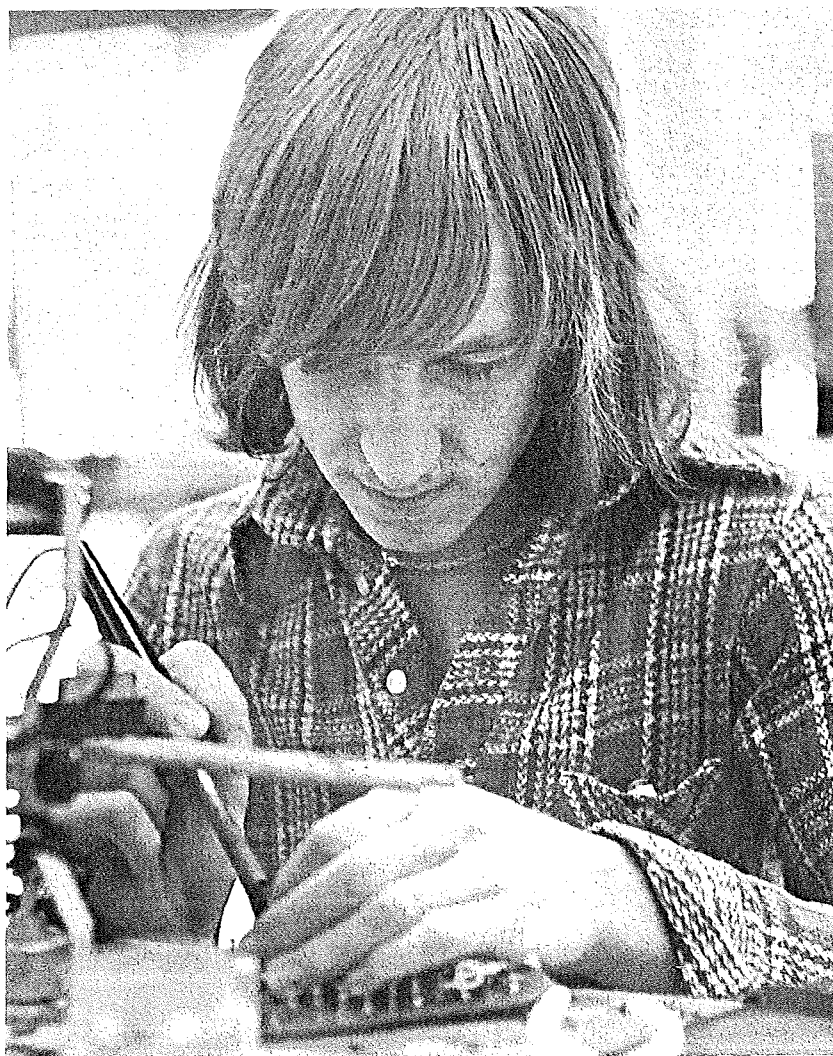
referral agencies such as the State Division of Vocational Rehabilitation, the Veterans Administration and school districts. It is the first such professional facility in the United States to use work evaluation techniques and is now considered a model for other programs.

Wesolek said that the Center does not place people directly into jobs. That is usually done by a referral agency, using the vocational plan developed at the Center.

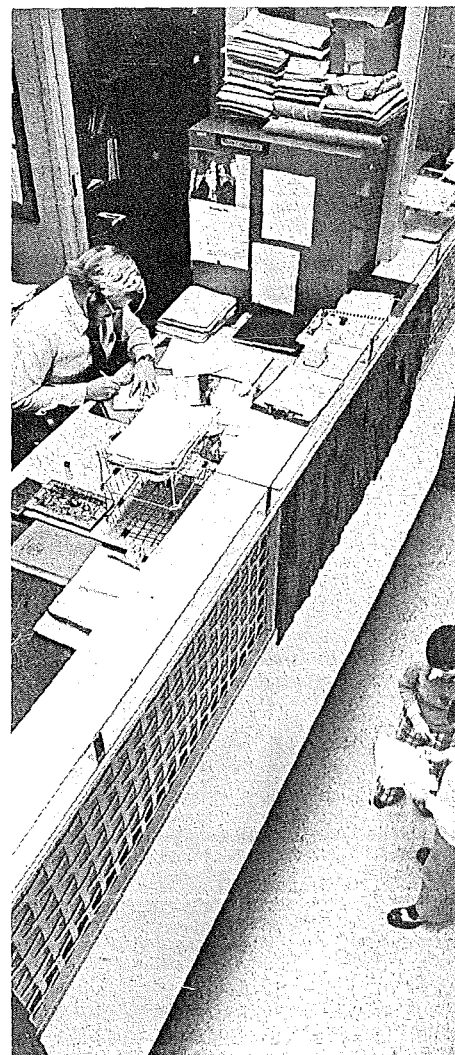
Through the efforts of the Center staff, there are many success stories. George T. (not his real name) was an architect plagued by divorce and alcoholism. Through testing at the Center, it was found that he was unable to withstand the daily pressures of his job. George was retrained and is now functioning successfully as a surveyor. Bill M. was a retarded \$15 a week farm helper, until the Center discovered that Bill's retardation did not prevent him from entering better paying jobs. Now, he's earning a respectable wage as a gas station employee.

Roger D., a motorcycle accident victim, was paralyzed from the waist down and could no longer work at his old job. Through testing and retraining Roger is now in restaurant management.

Wesolek said that the "work samples" used in evaluation may be developed by staff, purchased commercially, or invented by students.



work testing



writing reports



ulation



work samples

Class Notes

1911-1932

JUNE HINCKLEY BISHOP '11 would enjoy hearing from interested classmates or alumni. Her address is 662-Q Via Los Altos, Laguna Hills, Calif. 92653.

In honor of **WALTER E. DURBAHN** Dip. '15, the Walt Durbahn Tool Museum was dedicated June 8 in Highland Park, Ill. The museum was started when Durbahn donated his collection of early lumbering and woodworking tools to the Historical Society. Before retirement, he was active in the field of vocational education and also starred on a 30-minute TV show, entitled "Walt's Workshop."

AMY L. CESANDER EASTMAN '17 is retired and now living in an apartment for the elderly at Spearfish, S.D.

Members of the class of '17 are invited to contact classmate **LEN OLSON**, 4511 Wooddale Ave., Minneapolis, Minn. 55424.

Although retired since 1969, **PAUL H. HUBER '24** continues to do substitute teaching and is president of the Cochise County Retired Teachers Association.

CARL G. SPAETH '25 has retired after 46 years of teaching industrial and vocational education.

HELEN DIAMOND WICHER '25, Harlingen, Tex., visited Menomonee in mid-June, but was unable to stay through June 23 for the 50th Reunion of her class.

After 32 years with the Wisconsin Department of Transportation as district manager of the Bureau of Driver Control, **CARL L. GALOFF '29** has retired.

H. H. (SLIM) BRAMSTEAD '31, Arcadia, Calif., is enjoying his retirement in sunny California near his children and grandchildren.

Mr. and Mrs. **ESTELL H. CURRY '31** spent the 1974-75 winter in Waikiki, Hawaii.

Enjoying his retirement in Florida is **FRANCIS "HICKEY" JULIN '31**, 4211 N.E. 22nd Ave., Lighthouse Point. He would like friends to write or drop in.

LEWIS G. PALMER '32 retired in June after 43 years of teaching, most recently at the University of Minnesota. He resides with his wife **JANET (ROBERTSON) '33** in Minneapolis.

FRANKLIN H. GOTTSALL '32 is writing a new woodcarving book, to be published by Charles Scribner's Sons in early 1976. This will be his 14th book.

1933-1957

GLENN L. JOHNSON BS '33, MS '46 retired from the Watertown Vocational and Technical School July 1. He was employed as director of the school since 1948.

After 40 years in industry and vocational education, **REUBEN SCHAFER '33** retired in October. The last 27 years he worked with the Minneapolis vocational post-secondary program.

Enjoying the warm, dry desert climate of southern Arizona is **HAROLD SACK '34** of Tucson. He is the president and general manager of Columbia Mobile Home Park.

FRANCES M. KELLER '45 is administrator of food management with the Department of Health and Social Services in Madison.

FRANK L. DUMMANN '46 has opened a new business in Mayville called "The Bike Shop." It's been an instant success.

"Making Cents With Rummage Sales" is a new booklet written by **MARY ELLEN RICH FRENZEL BS '51, MS '59**, Oshkosh.

HARRY HILL BS '52, MS '57 has authored a book, entitled "Automotive Service and Repair Tools." It has been published and is available to vocational schools.

ARTHUR A. NUSSBERGER '52, Buena Park, Calif., has recently been promoted to chief engineer for developing solar energy systems. He has worked for 12 years on major space programs.

VERNON L. WILLS '56, DeKalb, Ill., will be on sabbatical leave for the second semester of 1975-76 to study educational programs in business and industry. He is professor of education at Northern Illinois University.

GERALD L. WICK '56 has completed his 19th year of teaching at Hurley High School, where his wife **VIRGINIA (EHLERS) '56** has begun teaching part-time.

NANCY J. SJUGGERUD NELSON BS '57, MS '72, Oswego, N.Y., is director of dietetics for Oswego Hospital, Servomation, Inc., and a consulting dietitian for St. Luke's Related Health Facility and the Oswego County Mental Health Facility. She also works with senior citizens and teaches part-time.

1960-1969

MEL SCHNEEBERG '62 completed his Ph.D. in education administration at UW-Madison in May. He is now serving as the administrator of Mid-State Technical Institute, Wisconsin Rapids.

BRUCE '62 and **CHARLOTTE SYRING BAKER '63** and their two children are living in Tehran, Iran,

where he has been transferred by Ray-O-Vac. She is teaching home economics in the Tehran American School.

JAMES SCHORER '63 is part-owner of Craft Printers Ltd., Lansing, Mich.

LORETTA LEWIS GROBE '64 is pursuing a Ph.D. in vocational-technical education at Michigan State University, East Lansing. She also teaches there part-time.

BARBARA A. CLIVER BRIGHTSMAN '64 is teaching home economics at Marshfield Junior High School, since completing her Master's degree at UW-Stevens Point.

ANNA MARIE SIHSMANN HERNDON '64 has recently been promoted to assistant professor in the College of Medicine at the University of Illinois at Chicago.

THOMAS '64 and **BARBARA LEWIS TROST '64** are at home in Libertyville, Ill. He is a customer engineer for IBM in Chicago.

ART SCHNELL BS '65, MS '70, Sheboygan, has joined with **ARVIN AHLF '49** and four others in a fishing charter business on Lake Michigan. Catches include trout and salmon. They named their new six-man corporation "The Deep Six."

ANN MARSHALL BS '66, MS '71 is the home economics agent for the Extension Division of the University of Hawaii. She lives on Molakai.

JOHN G. NEE BS '66, MS '67 has taken a new position as associate professor in the Department of Industrial Education and Technology at Central Michigan University.

RICHARD BS '67, MS '69 and **NANCY JOHANNSEN '67** are at home in Grayslake, Ill. On sabbatical leave from A. E. Stevenson High School, he is currently employed by International Harvester in the engineering area. She is an instructor of dress design for the Career Institute of Mundelein.

JOHN ARATA MS '68, Eau Claire, toured Europe for 28 days in June and July.

JAMES W. GRAY '68, Waynesboro, Va., recently appeared in the edition of "Who's Who in Virginia."

Residing in suburban Orlando, Fla., is **CHARLES W. KARGEL BS '68, MS '72** who is employed as a district manager for AMC/Jeep.

After spending six years in college administration, **JAMES L. KIEFFER '68** is now in private business, serving as secretary-treasurer of Industrial Coils, Inc., Baraboo.

MICHAEL J. BS '69, MS '70 and **RUTH NELSON LESNIK '69** have been residing in Menomonee. Since August, however, he is on leave of absence from Stout's Department of Rehabilitation and Manpower Services to pursue his Doctorate degree at Auburn University, Auburn, Ala.

STEVE A. STEELANDT '70, Moline, Ill., was recently elected first vice-president of the Rock Island County Life Underwriters Association.

TOBIAS G. JOHNSON '70 has been appointed assistant director of the Marshfield Opportunity Development Center, formerly the Wood County Workshops, Inc.

CINDY STANELLE TIENOR '70 recently received her Master's degree from UW-Madison in food service administration.

MICHAEL CHARLES RUTA '70 was ordained pastor/elder of the Racine Body Fellowship in Racine July 13.

DAVID A. DAMGAARD MS '70, an employee of the Wausau School District since 1966, has been named director of special education for the district.

Enjoying their new home in Elgin, Ill., is **STEVE '71** and **JANE PROKOP ZUPSICH '70**. She is teaching home economics at Ellis Junior High School, and he is a cooperative work training and auto mechanics teacher at Elgin High School.

Mr. and Mrs. **RICHARD GAUERKE '71** and son have recently moved to Bismark, N.D., where he is employed by the North Dakota Association for Retarded Citizens as executive director.

HAROLD J. BARRY '71, Hager City, has been promoted to division sales manager for Red Wing Shoe Co.

Since discharged from the U.S. Navy, **THOMAS J. NEMECKAY '71**, Wisconsin Rapids, is employed with Nekoosa Foundry and Machine as a quality control supervisor.

At home in Milwaukee are **EDWARD '71** and **LORENA ROBERTS MIKLAVCIC '72**. He is production supervisor for General Electric Medical Systems, and she is a clinical dietitian for the Veterans Administration in Wood.

BOB ROPIAK '71 was ordained as pastor/elder of the Racine Body Fellowship in July.

1972

JAMES BONLENDER has been transferred to St. Cloud, Minn., by H.O.M.C.S., Inc., which teaches handicapped persons how to live independently. He has also enrolled in the Master's program at St. Cloud State.

GREG L. SCHANTZ has joined ARA Food Service Co. at Illinois College in Jacksonville, Ill.

PETER NEWSKYJ has accepted a position as manufacturing engineer with G.E. Mobile Radio Products in Lynchburg, Va.

CAMILLE KRAMER is the new director of rehabilitation services for Goodwill Industries of Dallas, Tex.

DISTINGUISHED ALUMNI HONORED



Buss



Mrs. Voll



Mrs. Schmidt

Irven O. Buss, Pullman, Wash.; Ruth Bubeck Voll, Milwaukee; and Martha Bubeck Schmidt, Madison, were honored as "Distinguished Alumni" award recipients during summer commencement exercises.

Buss is an accomplished wildlife biologist; Mrs. Voll is a creative educator in the area of home economics and a community leader; and Mrs. Schmidt is an accomplished educator in the field of home economics.

Buss is widely known for his research and teaching of wildlife biology. Before retiring in 1973, he spent more than 25 years as professor of wildlife biology at Washington State University. He is considered one of the world's foremost authorities on the African elephant.

Mrs. Voll has been actively involved in community affairs for Metropolitan Milwaukee, and has been listed in "Who's Who in the Midwest." She has been a consultant for a large architectural firm, planning high school home economics departments.

Mrs. Schmidt is a full-time counselor in the Madison Public Schools. She organized the State Association of Future Homemakers and was the first state advisor of the Wisconsin chapter, Future Homemakers of America. A home economics consultant, she has made many state and national contributions to education.

EDWARD KLEIN MS left in August for the Philippines where he heads the Industrial and Vocational Arts Department at Philippine Union College in Manila.

BILL BURMESCH was recently promoted to systems engineer for Briggs Transportation Co., St. Paul.

PAUL J. ELLIOTT, recipient of a Master of Fine Arts degree from Cornell University, has been appointed a visiting assistant professor of art at Buchnell University, Lewisburg, Pa.

1973

STAN MEYER completed his MFA degree in painting at Southern Illinois University, Carbondale. He was married to Marty Gower on June 22.

RONALD USIEWICZ MS, Kent, Ohio, has passed exams at Kent State University for a Ph.D. in educational administration in higher education. He is an assistant professor of food service management at the University of Akron.

TIMOTHY C. WHITE has accepted a field engineering position with Arthur G. McKee and Co., Superior, at their Taconite Storage and Shipping Facility for Burlington Northern.

JIM ARNDT is teaching distributive education in West Milwaukee.

Discontinuing his teaching career, **RONALD MAUERMAN** began employment as assistant safety director at Fort Howard Paper Co., Green Bay.

MICHAEL CONWILL is the new personnel consultant at Snelling and Snelling, Kenosha.

BRIAN BENNETT is teaching in Essendon, Victoria, Australia.

1974

JOHN V. KYSELY has been promoted to senior cost accountant at Logemann Brother's Co., Milwaukee.

EDWARD A. SPENCER has recently been accepted into Carrols Development Corp., as a management trainee in one of its fast food restaurants.

JOHN B. SAGE heads the Industrial Arts Department at Wisconsin Heights High School, Mazomanie. Included in his industrial ceramics classes this fall is a new dry-press process, which reduces moisture in clay. This process was perfected by Sage.

BRENDA OTTO MS Ed., MS '75, Marshfield, is assistant director of psychological services for the Marshfield Public School System.

FRANCES SCHAUDER is a new addition to the staff of Iola-Scandinavia High School. She is a teacher in the Learning Center.

1975

KATHLEEN KRAJEWSKI, Green Bay, is teaching home economics at Seymour Community Schools.

A new industrial arts instructor at Fennimore High School is **WILLIAM H. LEWIS**. He also coaches wrestling.

GARY J. TENGLER, New Berlin, is employed by Astronautics Corp. He travels throughout the United States as a field service engineer, servicing computer microprocessors.

The new extension home economist for Rusk County is **BARB OLKER** of Hayward.

CYNTHIA S. ACKATZ JONES teaches home economics at Brillion High School.

The new principal at Altoona's Middle and Senior High Schools is **EDWARD RISTOW MS**. He had been a faculty member at Marshfield Senior High since 1969.

SHELLEY M. SHERMAN is assistant manager of "Ups 'N' Downs" in Northridge Mall, Milwaukee.

JEFFREY A. VOGT is a manufacturing coordinator with Bemis Manufacturing, Sheboygan Falls, where he resides.

A new teacher at District 214, Buffalo Grove (Ill.) High School is **CHARLENE LEMKE**.

CYNTHIA L. GERHARDT is employed by the Charles V. Weise Co., Rockford, Ill., as an assistant buyer for bridal wear and dress coats for women.

REBECCA LOHRENZ is teaching home economics at Southwest Senior High in Green Bay.

JAMES R. RADATZ has been accepted at Luther Theological Seminary, St. Paul.

of Home Economics in the area of clothing and textiles.

A son, **Craig Peter**, Sept. 18, 1974, to **DALE '62** and **MARGO STEBER VARO '62**, Eastman. They also have an adopted daughter, **Misty Lynn**.

A third daughter, **Karla Ruth**, Mar. 30, to **CHARLES D. BS '64**, **MS '68** and **KAREN J. NIELSEN LORENCE BS '65**, **MS '69**, Aurora, Ill.

A second daughter, **Stephanie Dawn**, Feb. 27, to **RICHARD BS '66**, **MS '68** and **CAROLA TAYLOR JOBST '67**, Franklin.

A second son, **Christopher Lane**, June 17, to **LANE '67** and **JULIE OLSON BACKUS '68**, Cedarburg. He is an industrial arts instructor at Homestead High School, Mequon.

An adopted son, **Chad William**, recently by **WILLIAM R. BS '68**, **MS '71** and **PEGGY RICCI ANDERSON '68**, De Pere.

A daughter, **Kristin Marie**, Dec. 16, to **Jon** and **LINDA PITSCH BRANT-MEIER '68**, Appleton.

A son, Oct. 4, to **Mr. and Mrs. PAUL J. KRIZ '68**, Lansing, Mich. He is working on his Doctorate at Michigan State University.

A son, **Adam Elliott**, June 18, to **Mr. and Mrs. RICHARD A. GIZELBACH '68**, Milwaukee.

A daughter, **Kelly Susanne**, Nov. 9, to **ART '68** and **KAREN CHINNOCK RUDD '68**. He is an industrial arts curriculum coordinator and drafting instructor at Columbia Heights Public Schools. She is a home economics teacher at Robbinsdale Junior High, Robbinsdale, Minn.

A son, **Matthew Frederick**, Apr. 15, to **FREDERICK BS '68**, **MS '69** and **KAREN LARSON BRINKMAN BS '69**, Wisconsin Rapids. He is teaching mechanical design at Mid-State Technical Institute.

A son, **Matthew Patrick**, Mar. 1, to **PATRICK R. '68** and **INGRID ANDERSON DONLEY '70**. They reside in Sturgeon Bay.

A son, **Daniel Allan**, Oct. 8, to **LARRY BS '68**, **MS '69** and **CAROL MEYER LAMONT MS '69**, Malone. He is an instructor at Moraine Park Technical Institute, Fond du Lac.

1969-1970

A son, **Bret Allan**, Jan. 18, to **LEONARD '69** and **CONNIE BONNELL HANSON '69**, Sun Prairie.

The Stout Alumnus

The Stout Alumnus is an official publication of University of Wisconsin-Stout. It is published quarterly.

John K. Enger Editor
Judy Olson Ass't. to the Editor
The Stout Alumnus is distributed to graduates, friends and faculty of the University. It is entered at the post office in Menomonie, Wis., as third class matter.

Jack Wile Alumni Director

A daughter, **Anne Kitzmann**, Nov. 13, to **RONALD '69** and **CAROL KITZMANN TRIMBERGER '69**, Appleton.

A son, **Carl Joseph**, Nov. 10, to **Mark** and **SUSAN THOMPSON SKUSTAD '69**. At home in Racine.

A son, **Bruce Robert**, Sept. 9, 1974, to **Mr. and Mrs. ROBERT B. POQUETTE '70**, Bay City, Minn.

A son, **David**, May 9, to **Gerald** and **KAREN WOLKERSTORGER REGAL '70**, San Diego, Calif.

A second daughter, **Heather Jane**, Jan. 11, to **WILLIAM '70** and **JANE SALESKY RETTKE '70**, Brunswick, Ohio.

A daughter, **Tanya Kay**, Oct. 31, to **Milton** and **SHARON ALLEN WASH-ELESKY '70**, Almond.

A son, **Matthew Paul**, Apr. 6, to **MICHAEL '70** and **SUSAN SLEASAR SCHEMELIN '70**, Cudahy.

A son, **Brian James**, Dec. 19, to **Mr. and Mrs. JAMES R. BISHOP '70**, Janesville.

1971-1974

A son, **Leo Andrew IV**, May 3, to **Mr. and Mrs. LEO F. LEICK III '71**, Sheboygan.

A daughter, **Kelly Marie**, July 12, to **Mr. and Mrs. MICHAEL KILLIAN '71**, Jackson, Mich.

A second son, Jan. 21, to **Mr. and Mrs. WILLIAM L. RABOIN '71**, Hutchinson, Kan.

A son, **Brent Lee**, Nov. 20, to **Mr. and Mrs. TERRY RADER '71**. He is teaching at St. Louis Park (Minn.) High School.

A son, **Matthew Phillip**, Apr. 20, to **Mr. and Mrs. PHILLIP ZUKE '71**, Robinson, Ill.

A son, **Brian Paul**, Mar. 5, to **LtJg. and Mrs. DOUGLAS JOHN ROSEMARK '71**. He is stationed at Moffett Field, Calif.

A son, **Robert Eugene**, Mar. 13, to **RICHARD '72** and **ALIDA LA RENZIE HERLING '71**, Rice Lake.

A daughter, **Stacey Jehan**, July 2, to **Mr. and Mrs. DENNIS M. RAETHER '72**. He is teaching in Whitefish Bay.

A son, **Kyle Austin**, May 22, to **DAVID '72** and **JANE STRENGER MANSKE '71**, Rice Lake.

A son, **Matthew Richard**, July 9, 1974, to **Mr. and Mrs. LARRY L. CARLSON MS '73**, Grand Haven, Mich.

A son, June 23, to **Mr. and Mrs. FRANCIS J. ANDERL '73**, Minneapolis.

A son, **Ryan Nicholas**, June 4, to **GARY '73** and **SUSAN REESE RUSO '74**, Menomonie. He is manager of the plumbing and electrical departments at Menards, Inc., Eau Claire. She teaches home economics at Durand High School.

Births

1960-1968

A daughter, **Tracy Lynn**, Feb. 6, to **Luther** and **RITA TODD MAHAN BS '60**, **MS '63**, Menomonie. She is an associate professor in Stout's School

A second son, Joshua John, June 19, to John and SUZANNE BRUNNER '74. She teaches junior high math and English at St. Mary's Middle School in Durand.

Deaths

MARTIN HILGENDORF Dip. '10, 86, Apr. 24, at St. Michael's Hospital in Stevens Point. Survived by five sons and a daughter.

GEORGIA CRAMER TINKER Dip. '16, BS '41, June 23, in Wausau.

BLANCHE BARTLEY WHITACRE '17, June 11, in Potomac, Md.

MAUDE VEST '18, Austin, Minn., Mar. 29, 1974.

ANTHONY KLINK BS '21, MS '26, Jan. 24, in Parsippany, N.J.

LLORA B. MAGEE '23, June 17, in Randall, Minn. Before retiring five years ago, she had been head of the Home Economics Department at N.E. Missouri State College in Kirksville for 50 years.

WARREN A. PEASE '27, Feb. 17, in Indiana.

LEO A. GARDINER '30, May 7, in Port Edwards.

FRED L. YOSS '35, Jan. 24, 1974, of a heart attack in Jackson, Mich. He was an industrial arts teacher and administrator. Survived by his wife Charlotte, two sons and a daughter.

JOHN CHASE BS '43, MS '48, 57, June 17, in a Milwaukee Hospital. He was employed by the Waukesha Public Schools for 26 years as an electronics teacher. Survived by a son and two daughters.

GEORGE A. SODERBERG '44, 65, June 14, at St. Joseph's Hospital in Chippewa Falls of a heart attack. He had taught wood finishing, painting and decorating at Stout from 1945 until his retirement in 1974, when he became professor emeritus of industrial education. A recognized author in his field, he wrote a textbook, entitled "Finishing Technology." In addition to being an accomplished musician, he also received recognition for his oil paintings and pencil drawings. Survived by his wife Delores, three sons and two daughters.

Marriages

1958-1971

Deanna Carstens to BRANDON B. SMITH BS '58, MS '62, Aug. 2, in Lyndon Station.

Pamela J. Anderson to ROBERT A. WOYTASIK BS '69, MS '73, May 11, in Wausau.

CAROL ANDREW '69 to Don Huck, July 19.

Kathe Doherty to THOMAS A. BOHN '69, June 28.

CECELIA HEMMERICH '69 to David Winiecki, Dec. 21, in Menomonie Falls.

Linda Erdmann to DALE ZIMMERMAN '70, June 21, in Plymouth.

Janice Jean Zettler to DAVID C. FITZSIMMONS '70, June 21, in Kenosha.

Linda Pietruszynski to THOMAS JANSEN '70, Mar. 22, in Waukesha.

MARY MURRAY '71 to Mark McMullen, June 13.

PAULINE LETKO '71 to Michael Velvikis, Nov. 23.

LINDA A. BORK '71 to Richard J. Kihlsinger, July 18.

Kathryn Alane Fox to WILLIS HERRON BS '71, MS '74, June 21, in Beloit.

SUSAN A. RENNER '71 to Michael J. Mokler, June 21, in Elkhorn.

Debbie Moser to GARY COWLES '71, May 18, in Richland Center.

Patricia Erickson to JOHN LIESCH '71, July 5, in Racine.

Mary Jo Ware to ROBERT HANNE '71, Apr. 12, in Bellevue, Ohio.

Sandra Kelsey to LARRY JENSEN BS '71, MS '72, June 14, in Kenosha.

1972-1973

Laurie Baxa to MICHAEL W. SHIMETA '72, June 14.

MARY C. BIBEAU '72 to Joseph Miller, Sept. 21, 1974, in St. Paul.

Linda Beyer to ROBERT SCHMICK '72, June 21, in Wisconsin Rapids.

KATHERINE HODGSON '73 to RICHARD D. MOORE '72, June 21.

Joleen Kay Mintz to CRAIG LEO SMITH '73, May 31, in Menomonie.

KATHLEEN A. DAMON '73 to DENNIS L. BECHER '73, June 14, in Appleton.

Sharon Vandenberg to GARY JOSEPH KEMPEN '73, June 6, in Appleton.

KATHY ELLEN ZARNSTORFF '73 to John Ring, Jr., Apr. 26, in Genoa City.

Betty Kolstad to RAYMOND L. PRICE '73, July 14, in Algoma.

Brenda Ziehlke to ROGER A. SCHUSTER '73, Aug. 2, in Medford.

ELEANOR EMELIE WENDT '73 to Eugene D. Wells, June 21, in Fort Atkinson.

Jane K. Rasmussen to MARK ROGER BLACKMAN '73, Apr. 5, in Denmark.

Margaret Shedden to GARY L. KORTE '73, Jan. 18.

1974

Wendy Rowley to STEVE FEDIE, June 14, in Menomonie.

Karen Bushman to KEITH RUPPLE, June 7, in Appleton.

MADALINE GLINIECKI to Gerald Hilgart, Nov. 16, in Auburndale.

CAROL PETERSEN to MARVIN EGGERT, Sept. 6.

JILL K. OTT to MERLYN J. BEHNKE, June 14, in New London.

Olava J. Seidler to DAVID C. LIEBERS, June 14, in Wausau.

LORI R. RISTAU to Martin Raleigh, Dec. 21.

PENNY PETERSON to BARNEY KLECKER '73, Aug. 30.

Peggy A. Maloney to RONALD BERG, May 31, in Arcadia.

CAROL J. DAMPIER to James G. Pick, May 31, in Janesville.

RUTH E. GRENDER to Mark Senn, Aug. 17.

ANN CHUNG-AN CHEN MS to Charles P. Cedergren, May 24, in Madison.

PATRICIA DANCA to Tony Gilowski, Jan. 25, in Turtle Lake.

Sue Ann McCausland to JOHN P. NICHOLSON, June 14.

Debra J. Rieck to TERRENCE W. HERBER, Apr. 5, in Sheboygan.

SHARON R. BRANDT to EDWARD L. KARLMAN, Apr. 5, in Necedah.

1975

ELLEN S. ANDERHOLM to MARK R. FELIX '74, June 14.

Patricia E. Schmidt to EDMOND M. DELWICHE, June 6, in Green Bay.

TERESA J. SIMMONS to GARY A. SCHOENBORN, June 1, in Menomonie.

DEBRA ANN BOYER to JAMES I. MARX '72, May 31, in Potter.

KRIS ANN ZAHRADKA to THOMAS HALEY BS '72, MS '74, June 7, in Marshfield.

DEBORAH ANN GIETZEL to DENNIS RICHARD DEHN, May 31, in Horicon.

MARY LYNN MONSON to Scott Knoebel in August.

MARGARET M. GOEDJEN to MICHAEL R. LENTH, June 28, in Two Rivers.

CHARLOTTE RADDATZ to JEFFREY STRONG '74, June 14, in Fond du Lac.

JILL MARIE PETERSON to GARY J. SCHUH, June 14, in St. Paul.

PATRICIA SCHEIBEL to ERIC HEIL '72, June 28, in Sheboygan.

SUSAN R. KOBYLARCZYK to Scott R. Dodge, June 14, in Thorp.

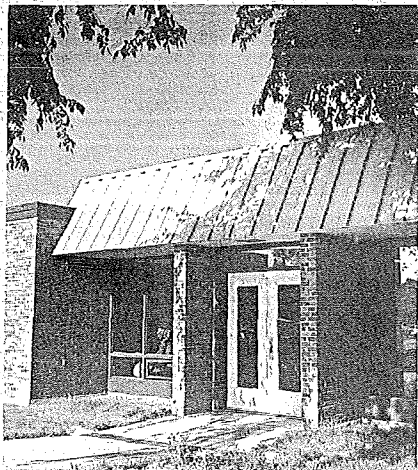
OLINDA GAIL BORRESON to Paul T. Dickerman, June 7, in Pigeon Falls.

CONNIE OLSON to James Smith, June 28, in Plainview, Minn.

KAY SEEGER to Steven Malvegge, June 28, in Merrill.

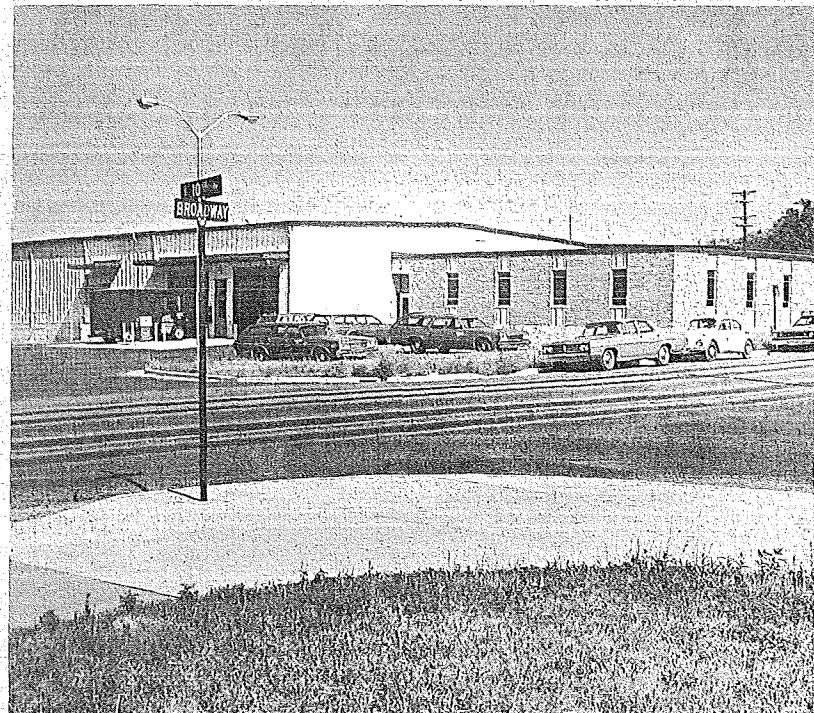
CHRISTINE LANDRY to Douglas Stratton, July 12, in Menomonie.

Stout's New Maintenance Building



A move into Stout's new Maintenance building, located on South Broadway, was finished this fall. The 26,000 square foot, \$800,000 building houses various services administered by the University's General Services office.

Included in the building are the Central Mailroom, Security office, Fleet Vehi-



cle Administration, University Stores, Grounds Maintenance, Academic Building Custodial, Telephone Switchboard and office, and Building Maintenance such as carpentry, plumbing and electrical.

James Nowaskey, director of General Services, said the building has an 86 per

cent efficiency rating, perhaps the highest of any state building. Nowaskey said the average efficiency rating of other buildings is between 60 and 65 per cent. Nowaskey explained that the building is designed with a minimum number of walls, aisles and other non-usable spaces.

Stout ALUMNUS

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